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THE "GET IT" DEPARTMENT: OREGON STATE UNIVERSITY'S STRATEGIC REALIGNMENT OF COLLECTION SERVICES

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ABSTRACT

In 2010, Oregon State University Libraries underwent library-wide strategic realignment. We sought to transform the Libraries' structure and create units with renewed and innovative purposes. We wanted to position ourselves to anticipate and address users' needs and expectations both now and in the future. One unit that OSU Libraries created was the Collections and Resource Sharing Department (CRSD). Colloquially referred to as the "Get It" Department, CRSD combines collection development, acquisitions, access services, and interlibrary loan into a single unit. The department's purpose is to focus on user-centered collection services employing a number of strategies. This article discusses the factors that influenced the creation of this department, including a campus-wide strategic realignment and a growing prevalence and demand for unmediated collection services such as patron-driven acquisitions. We will also address the challenges this new department faces as well factors that need to be in place to make this initiative successful.

NOTE: The presentation given at the Charleston Conference is available at: <http://hdl.handle.net/1957/19175>.

INTRODUCTION

In 2010, Oregon State University (OSU) initiated a planning process to strategically realign the campus. This realignment process was a direct result of budgetary constraints and the need to make reductions as a result of the recent economic crisis in the United States. In response to this process, OSU Libraries (OSUL) embarked on its own strategic realignment. Using existing resources, the Libraries' senior administrative team sought to develop a new overall structure to position library personnel and departments to anticipate and address users' current needs and future expectations. The Libraries' management teams wanted to transform the Libraries' structure and create units with vital and innovative purposes, not simply move units around or rename them. One direct outcome of this exercise was the establishment of Collections and Resource Sharing (CRS), a department that brought multiple operations together to ensure that library users have content needed for learning, teaching and research. CRS brought collection development and acquisitions together with direct user services (ILL and access services) staff to facilitate collection building and management as well as resource sharing.

WHO ARE WE AS A LIBRARY AND UNIVERSITY?

Oregon State University is Oregon's land grant university and is one of only two universities in the U.S. to also have sea, space and sun grant designations. We are the only university in Oregon to have earned the Carnegie Foundation's top designation, awarded to institutions with "very high research activity."

Oregon State University Libraries is the second largest research library in the state of Oregon, comprised of the Valley Library, the Marilyn Potts Guin Library at the Mark O. Hatfield Marine Science Center in Newport, and the OSU Cascades Campus co-located at Central Oregon Community College in Bend. We have 43 FTE library faculty, 42.5 FTE staff, and 33 FTE student workers. Our total budget is slightly more than \$10 million of which approximately 40 percent is for library materials. Our collections cover all subject areas and contain nearly 2 million printed volumes, with subscriptions to more than 17,000 journals, most of which are available online. There are also 500,000 maps and government documents, and hundreds of video and DVD recordings. Our collections strength is natural resources and our signature special collections focus on the papers and manuscripts of Linus Pauling, a two-time Nobel Prize winner and OSU alumnus, and the Oregon Multicultural Archives highlighting the history and culture of Oregon's cultural and ethnic communities. The Libraries serve a student population of almost 24,000 FTE of which 18 percent, or 3900, are graduate students. OSU's faculty number roughly 3500.

THE BACKGROUND

In 2010, when OSU Libraries underwent library-wide strategic realignment, the restructuring process was a part of an overall university-wide process to realign colleges and departments. The campus-wide realignment was largely a response to the economic downturn beginning in 2008-09. Like many institutions in the United States, OSU was hit hardest during fiscal year 2009-2010. In early 2009, the University Administration projected the need to reduce OSU's share of the Education and General fund (OSU's portion of state support) by \$9 million with another \$4 million to be cut from our Statewide Public Service Programs (i.e., Extension Services and Experimental Stations). The initial response was to institute a travel, salary, and hiring freeze. By May 2009 the budget picture was becoming clearer; the University projected the need for a 15 percent reduction in our state support, equivalent to \$12-15 million, with another \$18 million reduction slated statewide. The exact amount of reductions was contingent on several factors. First, a tax measure was to come before voters that many within Oregon higher education had no hope would pass. Second, legislative approval of an 8 percent tuition hike was uncertain. And, finally, there was a possibility of receiving federal stimulus money to help upgrade some facilities on campus.

In the summer, the University confirmed the need for a reduction of between \$15 and \$20 million and \$18 million for Statewides. Then, the tuition hike was approved. By January 2010, much to the surprise of higher education, Oregon voters passed the proposed tax measure. This revenue, coupled with helpful stimulus package funding, meant OSU did not have to endure an additional 7 percent in reductions. In the end, for the FY 2009-10, the University achieved \$5-6 million in reductions in state support and another \$9 million in Statewides' budget reductions.

As the Oregon higher education community had waited for news about the tax measure, OSU began shaping its plan to manage budget reductions. Two early features of the University's plan to make reductions were an early retirement incentive program for tenured faculty and the implementation of a faculty and staff furlough program. More significantly, the University Administration working with a selected group of faculty, students, and administrators established both administrative and academic guidelines that would:

1. Eliminate redundancy and consolidate structures and processes;
2. Reduce courses, degrees and minors with low enrollments; and restructure units at the department level to minimize administrative costs and promote growth in key areas;

3. Introduce greater administrative efficiency with academic support functions and central administrative units;
4. Reduce statewide programs, which include the Agricultural Experiment Station, Extension Service, and Forest Research Laboratory.

The main goal was to restructure colleges and departments in an effort “to advance OSU’s three signature areas and enhance student success while achieving efficiencies in structures, programs and personnel” (Ray 2010). The three campus’ signature areas are:

- 1) Advancing the Science of Sustainable Earth Ecosystems;
- 2) Improving Human Health and Wellness; and
- 3) Promoting Economic Growth and Social Progress.

The obvious, overarching goals were to gain savings and achieve greater efficiency by reducing administrative overhead and eliminating duplication of effort. The University Administration also hoped to institute a new structure that would foster collaboration and better support interdisciplinary research across campus.

At the college level, the realignment involved reorganizing 11 colleges into four new divisions, each with a dean from one college serving as the executive director. The Division of Arts and Sciences combined these three distinct Colleges: Liberal Arts, Education and Science. The Division of Business and Engineering is obviously composed of the Colleges of Business and Engineering. The Division of Health Sciences groups together the Colleges of Health and Human Sciences, Pharmacy and Veterinary Medicine. Finally the Division of Earth Systems Science combines the Colleges of Agricultural Science, Forestry and Oceanic and Atmospheric Sciences.

There was more restructuring at the departmental level. For instance, within the Division of Arts and Sciences tentative plans were announced to create a School of Public Policy that brought together these departments: Economics, Political Science, and Sociology. Another planned combination would create the School of Language, Culture and Society combining Women Studies, Ethnic Studies, Anthropology, and Foreign Languages and Literatures.

THE LIBRARY LENS

While the Oregon State University Libraries (OSUL) was expected to participate in the campus-wide realignment, Library Administration used the opportunity to transform the Libraries’ structure and create units with innovative and renewed and purposes. Though OSUL isn’t a part of any planned university-level division, Library Administration did have to look at its reorganization with an eye toward meeting University-wide guidelines. Library Administration considered strategically what was needed as an organization to be prepared for the future—not to just answer the University’s call for realignment. Starting in the late spring of this year, the two Associate University Librarians (AULs) began meeting with department heads, known collectively as LAMP, to individually create a vision that would consolidate departments and move the library forward. Other than working under a general guideline to reduce the number of department heads, the goal was to re-envision the Libraries while positioning services and collections to anticipate and address users’ needs and expectations both now and into the future. The Libraries anticipated receiving no new money and acknowledged that there wouldn’t likely be salary savings as a result of eliminating departments. Library department heads are hired on 12-month contracts while other University department heads are hired on 9-

month contracts and receive a stipend for serving as department head. Thus reducing their numbers provides some savings to other departments on campus.

The two AULs divided LAMP members into two teams. Each group identified a series of readings to guide their thinking. LAMP teams then met face to face on several occasions to participate in brainstorming and visualization exercises. As a way of redesigning library units and departments, teams discussed how Libraries' current and anticipated activities, services and initiatives converged. This yielded excellent examples of areas, services, and positions the Libraries ought to emphasize and provided valuable insight into paths to achieve desired results.

For most of the exercises, LAMP members were asked a series of questions to motivate them to brainstorm about what new services we ought to be emphasizing or what current services were being undervalued or promoted but that ought to be better promoted. Here are some sample questions:

- Where is library going as an organization? Where is the University going?
- What are we currently doing that is undervalued—undervalued in terms of administrative support, staffing, funding, etc?
- What services do we anticipate providing that we don't currently provide?
- How do we relate to the campus differently now than in the past? How should we relate to the campus?
- What should be the Libraries' product line or suite of services?
- If you were writing a position description for the Libraries, what activities or responsibilities would it need to have?
- What is the most provocative thing we could begin to do? What is the most provocative thing we could stop doing?

The multi-week process ended in the late spring of 2010 when each team presented its realignment model. Though each AUL and her team restricted information sharing between teams, the models had significant conceptual overlap. Eventually these models were blended to establish new units and realign library personnel, mostly library faculty. The realignment has been underway since August 2010. The Libraries reduced units from 8 to 7. In the coming years, after a couple of anticipated retirements this will decrease to 5 units.

Each unit took on a new name, to reflect their new or updated purpose. The Center for Digital Scholarship and Services brings together emerging and existing services focused on digital scholarship and publishing. It provides support for the research enterprise by offering digital scholarship services including our institutional repository-related work, copyright and scholarly communication support and training, metadata services, and data curation and management training and support. Another unit to eventually emerge will be a single department combining Special Collections and University Archives. Possible names are the Center for Primary Research or the Center for Primary Research Materials. Though the plan is to merge these departments, the Libraries will attempt to maintain the unique identity and branding each currently enjoys. When the Guin Library department head retires from OSU's marine sciences library, the Libraries plan to work with administration and researchers at the Hatfield Marine Science Center to determine the best way to provide services to their faculty and students. This unit head also oversees branch library services at OSU Cascades in Bend and as a follow-up to the realignment, their staffing needs will be examined. The Libraries also created a new unit called Teaching and Engagement (TED) emphasizing instruction and outreach with an

increasing focus on e-learning and online or virtual instruction. The unit known as Research and Innovative Services was eliminated and the unit's library faculty and staff FTE were distributed to the other units. The Emerging Trends and Technologies (ETS) Department gained some of the FTE from this defunct department.

The remaining departments and units: Collection Development, Acquisitions, Access Services, Collection Maintenance, and Interlibrary Loan were combined into the Collections and Resource Sharing Department (CRSD) to focus on user-centered collection services employing a number of strategies. With the retirement of the Collection Development head, the Libraries used the existing FTE to create a new head position to oversee this new department. Since its inception, several OSU librarians have colloquially referred to this department as the "Get It" Department. This department's mission is to develop and cultivate collection services that focus on satisfying the user and getting what she/he wants in whatever format is needed. The "getting" may involve an acquisition that is added to the Libraries' collection or that is simply viewed through a pay per view service. It may mean borrowing via our consortial resource sharing network with the Orbis-Cascade Alliance, a consortium of more than 30 Pacific Northwest academic libraries, or relying on interlibrary loan. Regardless, the emphasis will be on making transactions as seamless as possible. As one LAMP member described the idea behind CRSD: "Most public services involve being a concierge and getting people to what they need. We're involved in the process of serving up information whenever, wherever it is needed. Library users won't need to know where the information comes from."

WHAT INFLUENCED OSU LIBRARIES TO TAKE THE PATH TO CREATE CRSD?

Stackable Platforms

Innovation and good ideas don't arise as singular events and neither did the idea to create Collections and Resource Sharing Department. Steven Johnson, best-selling author of six books, including *Everything Bad Is Good For You* and *The Ghost Map*, states that "good ideas and innovation are rarely attributable to just one person." In his book *Where Good Ideas Come From*, he elaborates on how often, good ideas happen as a result of what he calls a "stacked platform." Johnson explains: "Somebody invents the Internet, and somebody builds the Web on top of the Internet, and somebody then can build Twitter on top of the Web." He continues: "What makes it so powerful is that these platforms are beneath us and support what we do so that when we want to sit down and create a new website, we don't have to invent the entire Internet to do it" (National Public Radio 2010). One example of a "stacked platform" that Johnson describes is Gutenberg's adaptation of grape-pressing technology from vintners to develop the printing press.

How does Johnson's concept apply to the establishment of this new department? As a result of the readings, brainstorming, and envisioning exercises, OSU Libraries acknowledged the need to create a unit that would support the University's research, instruction and engagement activities by getting information to users when they wanted and in the format they wanted it. The unit would also need to support library personnel as they approached collection and resource sharing activities in new ways. To create CRSD, OSU Libraries built on existing structures and traditional values or ideas about user services as well as newly developing principles and services that place the user at the center of attention rather than collections and staff workflows.

One of the most important "platforms," upon which CRSD was built, reflects Ranganathan's laws where the user is the focus:

Books are for use;
Every reader his book;
Every book its reader;
Save the time of the reader;
The library is a growing organism (Ranganathan 1963).

As envisioned, CRSD offered renewed opportunities to embody the spirit of Ranganathan's laws while responding to today's information environment. This model is far different from the traditional model of collections services—one like the model that Evans provides in his classic textbook on collection development.

Just In Case No Longer the Case

Clearly most academic libraries can no longer buy all the requested material, much less all the available material. Consequently we must move away from the “just in case” collection to the “just in time.” Patron-driven acquisitions and purchase on demand are the way of the future as well as collaboration through interlibrary loan, consortial purchase and borrowing, and even sharing selectors. The Ithaka Faculty Survey 2009 demonstrates that some faculty still place a high value on libraries as the “buyer of content” (Schonfeld 2010). A recent article in *The Scientist* focused on the concern that researchers have about how library cuts are possibly threatening research. The article references a 2009 global survey that found how in 61 countries nearly one-third of academic libraries saw their budgets reduced by 10 percent or more that year (Scudellari 2010).

The new CRS Department supports the role of the library as buyer. It also acknowledges that since OSU Libraries' buying power has decreased significantly, it is time to focus on acquiring content that users request rather than purchasing content just in case they need it. Especially in light of the recent economic crisis, OSUL can no longer purchase at those levels to which we or our users once were accustomed. Like other libraries, OSU's budget has either been reduced or stayed flat in the last decade. With a reduction of 39 percent in materials spending during the last 6 years, OSUL has not been able to keep pace with inflation or to build comprehensive collections in all disciplines because of the growth in available material. As an example, YBP treated 530 titles within the call number E, History of North America on their approval plan. These titles were cloth bound books by university publishers/presses for a cost of \$24,523-- just \$293 more than OSU's total budget for history (\$24,230 approvals and firms). While it certainly wouldn't have been appropriate to purchase all the available History of North America titles, it is clear that \$24,000 will only go so far to cover this area of history as well as world history, U.S. local, Canadian, and Latin American history, plus any significant items published by trade publishers. CRSD will push on patron-driven means of obtaining content with a goal of making this type of purchase the preferred acquisitions mode.

In the serials arena, as a result of analyzing data from a Journal Citation Report (JCR) covering 10 years of data, OSUL collection librarians learned that we have managed to purchase the most heavily cited journals as well as the most important journals where OSU faculty publish. However, given regular increases in journal costs and a flat budget, it is clear that OSU Libraries will struggle to continue providing this level of support. In response, the Libraries must heighten its participation in the purchase of cooperative e-journal package deals. Overall, OSU Libraries will have to collaborate more regularly with consortial partners to build collections, and rely more heavily on resource sharing to meet users' needs—both interlibrary loan and consortial borrowing via Summit, the catalog for the Orbis-Cascade Alliance. This requirement to collaborate with other library partners underscores the other central focus of CRSD which is resource sharing.

Internet Makes It Easy To Deliver Electronically

With the widespread availability of electronic resources, especially e-journals and the extensive array of discovery systems, library users are accustomed to accessing lots of content on their own. Many of these services build on users' increasing expectations that they be able to obtain content whenever and wherever they want. The idea of a the virtual 24/7 library is embodied in Goal #1 of the Libraries' strategic plan (2005) which states, "Goal 1: OSU Libraries will change the information landscape at OSU by providing faculty and students with the information they require - whenever and wherever they require it" (Oregon State University Libraries 2007, 11).

Users Want Unmediated Service

Our culture as a whole has moved increasingly toward self-service. Because of technological developments, we are all able to check out our groceries at the local market and perform most banking transactions with the aid of a teller or even a loan officer. Also, more and more companies as well as libraries are using a self-service model to cut costs. As more library users want to do things on their own when they want to, OSUL wants to enable them to do so. CRSD will lead the way for OSU Libraries by offering or beginning to offer many new user services that promote 24/7, unmediated access to materials. These include:

- Patron Driven Acquisitions
- Purchase on Demand
- Shelf Ready Approval Plan
- Scan and Deliver
- Self Checkout
- Scan and Deliver
- Just in Time Multimedia
- Lending Kindle and Other E-book Readers.

Integration of Staff and Workflows

Some of the aforementioned services have been around for a while even at OSU Libraries. However, planning and implementing them had challenged the Libraries' existing organizational model and system of workflows. That model included four distinct units (Collection Development, Acquisitions, Interlibrary Loan, and Access Services). Each of these units was lead by a separate manager, and three of these units also reported to a separate department head. To implement new services, for instance lending Kindle e-book readers, staff from these different departments had found themselves working together more frequently to develop both new workflows and services without the benefit of a strong administrative overlay. More importantly, they were working without the advantage of a shared departmental vision about exceptional customer service and commonly held priorities that would guide them in the acquisition and delivery of content in new ways. The new structure of CRSD brings the four units under a single umbrella. It formalizes the pre-existing working relationships the units had enjoyed developing and delivering new user-centered collection services. It also builds on organizational models and service programs that OSU and other libraries had already implemented in their effort to improve user access and increase staff productivity. For example, Oregon State University had combined ILL, access services, and collection maintenance units into a single department several years ago. Ryerson University combined ILL with circulation and reserves to create the Library Borrowing and Lending Services (Cheung 2003). The University of Colorado, Boulder, also merged Circulation and Interlibrary Loan Services Departments to achieve a more efficient Access Services Department (Austin 2010).

Another added outcome that OSU Libraries hopes will be achieved from closely aligning the various collections and resource sharing units is increased user satisfaction as a result of improved customer service. Ideally this would work as it did for the Farmington Public Library (NM) when they implemented a new 3M self checkout system. In Farmington's case study describing their implementation of RFID, Wolf describes how Farmington's "self-checkout revolution has afforded us many opportunities for meaningful, quality customer service. This includes greeting patrons at the door and making the library a hospitable, friendly, interesting place to visit. Coaching patrons at the self-checkout machines is ongoing, and it gives us still more opportunities to make our patrons feel first-class" (Wolf, n.d.).

The CRSD model also builds on the idea of merging workflows in acquisitions with those in interlibrary loan originating from the development of GIST or the "Getting It System Toolkit," by the State University of New York, Geneseo (Pitcher 2010). Developed in house, GIST integrates with the commercially available ILLiad interlibrary loan (ILL) management software. GIST software is "a system for merging Acquisitions and ILL request workflow using one interface, enabling user-initiated requests, coordinated collection development and acquisitions" (IDS Project 2003-2011). Predicated on the integration of "disparate content and workflow (holdings, price, user feedback)," libraries expect the implementation of GIST to produce savings in staff time while meeting the content needs of users more quickly (IDS Project 2003-11). Obviously in an effort to improve workflow and increase staff efficiency, OSUL will pursue the implementation of GIST within the next year. A major requirement of implementing GIST is strong coordination and excellent communication between acquisitions and ILL staff. The establishment of CRSD at OSUL takes the integration a step further by making the two units part of the same department to better facilitate coordination and communication of GIST workflows.

Overall, with this new structure, OSUL expects to more easily accommodate new ways of acquiring and making content available, gain greater efficiency in workflows, and enable CRSD managers to repurpose staff as work in one unit is transformed and workload in another unit intensifies. For example, OSUL implemented a shelf ready approval plan and patron-driven acquisitions of e-books. As a result, OSUL anticipates reductions in staff time spent processing new monograph acquisitions and cataloging, though cataloging is housed within the Center for Digital Scholarship and Services at this time. In the future acquisitions staff can be cross-trained to provide assistance in resource sharing and/or access services.

New Roles For Librarians So Need To Consolidate Work

In the article, "Ohio State University Patron-Initiated Collection Development: Progress of a Paradigm Shift," Hodges and co-authors Preston and Hamilton state that research libraries need librarians' input to build collections (Hodges, et al 2010). The new CRS structure for OSU Libraries acknowledges this by retaining subject specialists with part-time selection duties, but also recognizes collection development's transitional state. Moving forward, the concept of CRSD builds on a growing need to free up subject librarians' time to enable them to meet the increasing demand for library services that support scholarly communication, teaching and engagement, assessment and research—some new roles that the Ithaka Faculty Survey 2009 also highlighted. With the establishment of CRSD, OSU Libraries sees a future similar to Southern Illinois University where a smaller group of librarians and library faculty manages all aspects of serials and monograph selection and acquisitions and tracks innovative ways of getting content to meet users' needs. In this way, the remaining librarian FTE can attend to scholarly communication, instruction, engagement, and digital content responsibilities. Nabe discusses the complexity of collection development and acquisitions and the need to change this organizational model. He elaborates on why Southern Illinois University changed its model,

affirming that with the traditional selector model where librarians are assigned selection tasks related to specific disciplines, many academic libraries aren't able to keep up with details of Big Deals. Nabe also points out that with the traditional model of collection development, the selection of materials is often accomplished unevenly so collection building is not as representative across disciplines as perhaps it should be (Nabe 2011).

WHAT NEEDS TO BE IN PLACE FOR THE NEW DEPARTMENT TO BE SUCCESSFUL?

Strong Leadership

The most obvious component that needs to be in place for CRS to succeed is strong leadership. This includes skilled leaders from the top to the bottom who not only understand the vision for the department but who are committed to implementing that vision and skillful in communicating it to faculty and staff. The leaders need to be knowledgeable about change management to help overcome expected resistance to change. At the same time, the leaders need to be open to their role in supporting personnel who want to experiment and innovate. We will need excellent unit managers to determine and implement day-to-day work priorities. Another key factor in strong leadership is providing regular feedback to employees—not waiting until the annual evaluation to provide praise or suggest areas of improvement but being sure these activities are carried out continuously.

Modified Ways of Working

Clearly library personnel will have to consider ways that work can be modified. The goals for doing so within CRSD will be to:

- Gain efficiencies in staff productivity and workflows. Edgar discusses a theoretical model of university library group work in an effort to help support libraries' ongoing transition to the digital arena. In his theoretical model of library team performance, "the team's group dynamics must involve an organic structure of its roles (less role differentiation, centralization, and formalization), relatively low conflict, and relatively high cohesion" (Edgar 272);
- Remain agile by folding new ways of acquiring and delivering content into existing workflow;
- Use data to guide work to determine cost/benefits and measure scalability of work);
- Make more effective use of partners (i.e., ILL/circulation, consortial expertise);
- Implement planned abandonment to let go of obsolescent services;
- Accomplish initiatives of the strategic plan;
- Envision the future & focus on big picture issues;
- Support appropriate training and staff/faculty development.

At least two challenges will impact the way in which CRSD adjusts the ways that staff work: One will be providing an appropriate venue so that all personnel have an opportunity to provide input. Another significant challenge is to insure that tenured and tenure-track librarians stay on track in regard to the promotion and tenure process.

Smart Spending

Because CRSD (and OSU Libraries) will face ongoing budget constraints, it will be necessary to establish priorities and use the limited materials budget and precious gift funds, as well as its staffing dollars wisely. Because an expected static or reduced budget limits the ability to add new content or personnel, innovation will come from re-purposing existing funds and people. In the immediate future, the department will be examining the remaining print only subscriptions

with an eye toward eliminating those that are under-used. The funds for these underutilized titles can then go toward content or services that will be used.

Innovation and Experimentation

Innovation will also come from developing user services that adequately satisfy users' information needs. A major purpose of this department is to remain aware of the trends related to evolving user services. Though the Libraries eliminated the Research and Innovative Services Department in its realignment, it did not eliminate the need to keep focusing on research that would assist OSU Libraries in its efforts to stay on top of what is the new "new." As part of the realignment, members of this former department were allocated to the newly formed units, including CRSD. It is expected that by distributing each of these librarians throughout the new units, the expertise from the former department would be embedded in the new departments. In this way, CRSD will be better prepared to do research on existing and new services and technologies that would advance CRSD's mission to implement innovative user-centered collections.

Collaboration

Collaboration is not a new concept but ways we approach collaboration need to be adjusted. To collaborate successfully, CRSD will need to:

- Build sustainable relationships with vendors and publishers. Because the focus of CRSD is to get desired content, the relationships that CRSD cultivates with vendors and publishers will be as important if not more important than ever before. CRSD staff, especially those working with electronic resources, will need to advocate with e-book vendors for policies that are friendlier to interlibrary loan and consortial sharing. Since most of OSU's materials budget is expended on serials, CRSD staff will also have to represent OSU well in negotiations with journal publishers. The goals will be to continue sharing content with consortial partners but easing the cancellation restrictions whenever possible so journal content can be refreshed and so that OSU Libraries maximize the use of its serials dollars rather than overbuying content.
- Take care of business at OSU first. Working with Library Administration and other department heads, CRSD will need to determine what work is done at the local vs. the consortial level. For example, OSU seeks to move toward a patron-driven acquisitions model for e-books. This could be accomplished locally but if the benefits of a consortial project outweigh the local option, OSU would put resources into the consortial alternative.
- Share expertise--Recently OSUL embarked on a pilot project with the University of Oregon (UO) to share the subject expertise of the art history and art librarian. OSU Libraries Art Librarian retired, opening up the possibility to fill these duties in a new way. The new OSU Librarian for Art has additional duties, including serving as a content specialist for Oregon Explorer, a natural resources digital library. Because the UO Art History librarian specializes in Art, the two libraries decided to use her expertise to select on behalf of OSU. This pilot project will be evaluated at the end of the 2010-11 academic year to determine whether this partnership was successful.

Building Sensible, Extensive Collections

In 2009 the holdings of Oregon State University Libraries and the University of Oregon were compared using the WorldCat Collection Analysis system. This analysis of the collection holdings showed that the percentage of overlap between the two collections was approximately 18 percent. Given the high percentage of unique holdings at each respective institution, OSU

and the UO Libraries undertook a partnership to strengthen unique holdings in support of distinctive programs at each institution. For example, this meant that UO would continue building its holdings in architecture and art, while OSU focused efforts on forestry, agriculture, and other natural resources. Together the two would work toward creating in concept if not in principal, One Research Library.

Assessment

As an academic library, OSUL is concerned about the ability to show the value our services and collections add to the campus as well as the state of Oregon. Assessment initiatives have been added to the Libraries' strategic plan. Additionally the OSUL is moving toward making assessment outcomes a significant component of strategic initiatives that will be manifest in department specific goals. Like other library departments, CRSD will need to:

- Cultivate a culture of data gathering, assessment and feedback cycle;
- Determine what are the best measures for ascertaining user satisfaction;
- Establish who's best to do what tasks and when.

OSUL's participation in LibQual® in 2011 will provide additional opportunities for CRSD to gather input about collection services in order to identify ways to improve services or add new ones.

Appropriate Application of Technology

The application of technology will be a key component to smooth operations for CRSD, especially as the department implements new software like GIST. In order to put some of its initiatives into place and to pursue new and innovative services, CRSD will need to build closer ties to the Libraries' information technology unit—Emerging Trends and Technologies to ensure it has adequate support. At the University of Colorado, the Libraries have an information technology person working in the Interlibrary Loan Unit. (Austin 2010).

CONCLUSION: CREATING A CULTURE OF CHANGE

In their discussion of future library leaders' views on organizational culture, Maloney and her co-authors state that change is "expected to be a continuous state, and those libraries treating it as such are likely to be better prepared to respond to emerging opportunities." The call for "continuous change" in the Maloney article also states that it will "require increasing agility, embracing innovation and experimentation, and approaching the unknown and the evolving with greater ease and sense of opportunity" (Maloney, et al 2010, 335). OSUL's realignment process was an endeavor designed to better prepare the library as an organization and library personnel for coming changes that have impact on academic libraries—whether the changes are generated from our own campus community at OSU or beyond. The realignment process will proceed as we seek to fill key positions, not the least among these being the department head for Collections and Resource Sharing. In the immediate future we will also need to establish strategic goals for the new departments, including CRSD, that advance OSUL's mission and align with the vision of the new departments. Ultimately, our assessment activities—gathering feedback from staff and especially from users, will tell us if we have succeeded at answering the call to create a culture of change by establishing the Collections and Resource Sharing Department.

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